

**Part B State Annual Performance Report (APR) for FFY 2008****Overview of the Annual Performance Report Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document. Progress and slippage in meeting the targets in the SPP are discussed in detail in each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

[http://www.ride.ri.gov/Special\\_Populations/State\\_federal\\_regulations/Default.aspx](http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx). Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). This year per OSEP, RIDE will publicly report on Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, and 14. This, per OSEP, will occur no later than June 2, 2010. The link to access Rhode Island's public reporting information which details the performance of each LEA on the targets in the SPP is: [https://www.eride.ri.gov/eride2K5/SPED\\_PublicReporting/](https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/).

**Monitoring Priority:** Parent Involvement

**Indicator 8:** Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.

**Measurement:** Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

<b>FFY 2008</b>  <b>(2008-2009)</b>	<p align="center"><b>Measurable and Rigorous Target Projected for FFY2008</b></p> <p><b>Projected Target: 31.37 percent</b> of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.</p> <p>[State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i>, formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]</p> <p>Target Increase: 5.37 %age points from previous target</p> <p>Projected Score (Mean Measure): 533                      Projected increase: 8 points</p> <p>Projected Standard Deviation: 138 or lower                      Projected change: 0</p> <p>Projected Measurement Reliability: .90 or better                      Projected change: 0</p> <p>Number of Projected Returns: 6000                      Projected increase: 1,943</p> <p>Projected Return Rate: 20%                      Projected increase: 5%</p>
	<p align="center"><b>Actual Target Data for FFY 2008</b></p> <p><b>Actual Data: 33.00 percent</b> of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.</p> <p>[State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i>, formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]</p> <p>Actual Increase: 7 %age point gain from previous target</p> <p>Actual Score (Mean Measure): 547                      Actual increase from previous yr: 17 points</p> <p>Actual Standard Deviation: 149                      Actual change: 7 points greater SD than 2007</p> <p>Actual Measurement Reliability: .91-.94                      Above target of .90 or better</p> <p>Actual Number of Returns: 3,948                      Actual change: 222 fewer returns</p> <p>Actual Return Rate: 15%                      Actual increase: 0 (5% below projection)</p>

**Actual Target Data for FFY 2008:**

FFY 2008 data reflects Rhode Island's third year of measurement using the same measurement tool, the *School Efforts to Partner with Parents Scale (SEPPS)*, previously known as the NCSEAM Part B School Efforts 25-item Scale. Survey period: March/April 2009. This survey period is consistent annually.

Data was gathered from a statewide, census-based survey and data analysis generated from records processed for 26,120 students with disabilities from all Rhode Island school districts. The statewide score reported is weighted for preschool and school-aged students. [Figure 1B]

**Summary:** Rhode Island has adopted the rigorous standard of 600 established by the initial NCSEAM national standard-setting process for the Part B School Efforts Scale, now referred to as the *School Efforts to Partner with Parents Scale (SEPPS)*. All Indicator 8 targets were decided in partnership with stakeholders and partner agencies, including the state's sole Parent Training and Information Center (PTIC). Because partnership improvement that is real, meaningful, and significant enough to show measureable increase in this measure requires time, Rhode Island projected no change in its target until

this third administration of the measure. (Despite a projection of no score increase for the second year of survey administration in FFY 2007, results did reveal slight gains in the average statewide score as well as in the response rate and number of returned surveys for that year.)

**Discussion of Results:** Score: For FFY2008, Rhode Island exceeded its projected target for this indicator. Statewide results revealed that 33% of parents responding to the survey reported school efforts at or above the state standard of 600, while the target for this third survey administration was projected at 31.37% reporting efforts at or above the standard. Results showed a statewide average score for FFY 2008 of 547 as compared to a score of 530 in the previous year. An increase of 17 points in the mean statewide score was achieved, against a projected increase of 8 points over FFY 2007 results.

Also meeting or exceeding expectations for FFY 2008 is the measurement reliability of .91-.94, against the expected reliability of .90 or better. This is important in terms of assuring that our results portray an accurate picture of school efforts to partner with families in Rhode Island.

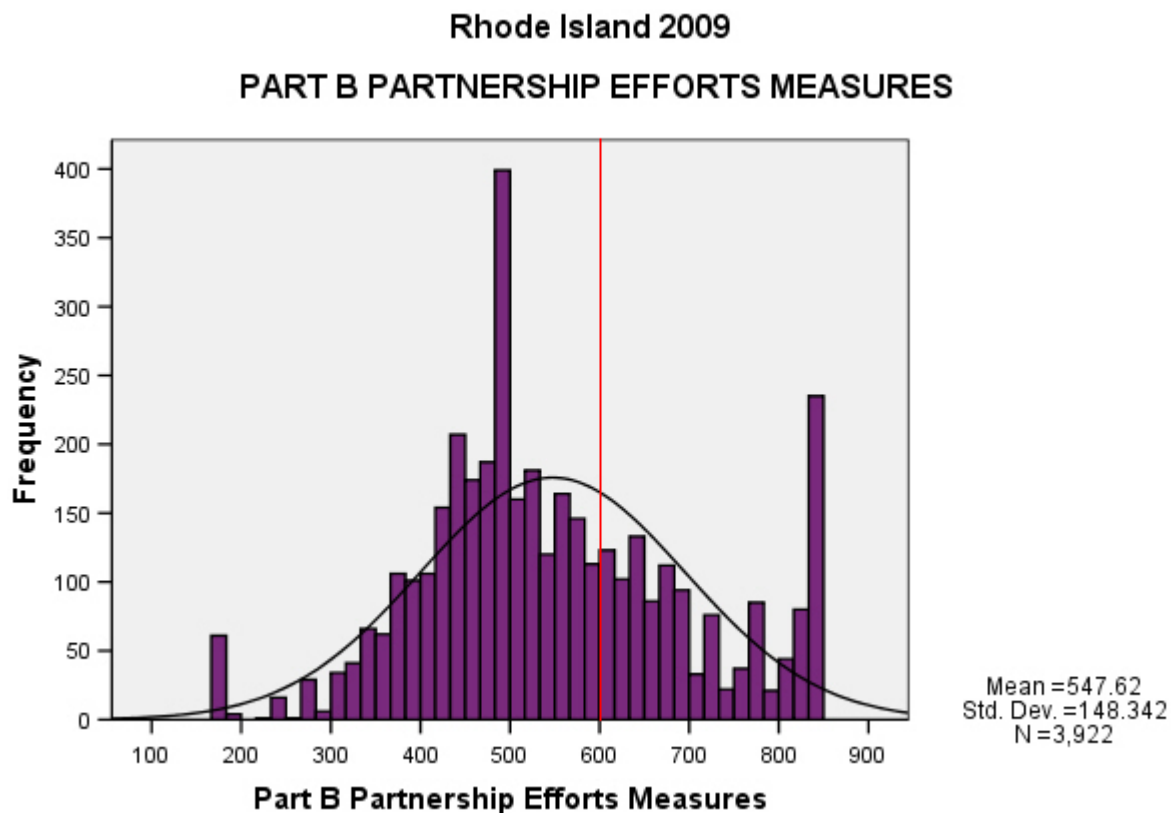
The results of Rhode Island's third administration of the NCSEAM Part B School Efforts Scale are portrayed in the following three figures:

Figure1A: "Rhode Island Part B Partnership Efforts Measures" (unweighted)

Figure 1B: "Rhode Island Part B Partnership Efforts Measures" (weighted; used in reporting)

Figure 2: "Statistical Summary of Baseline Data"

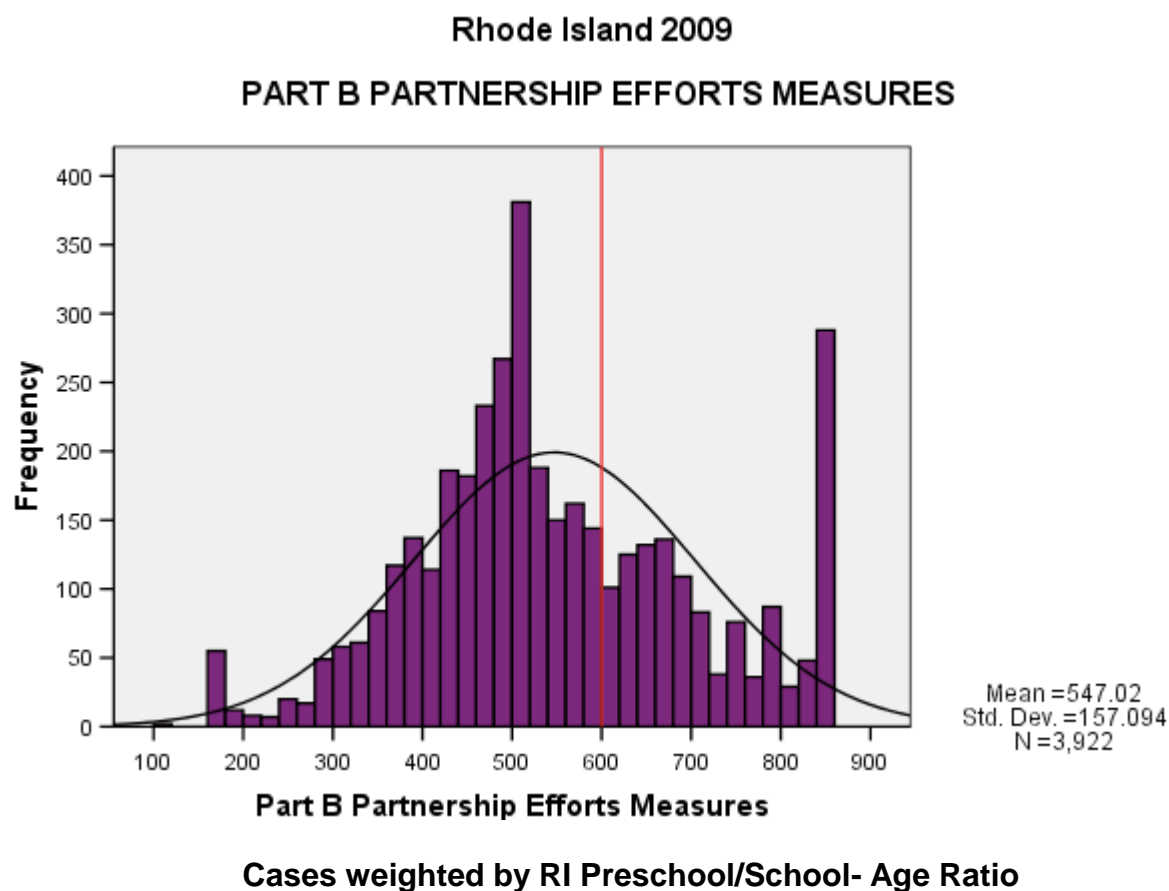
**Figure 1A**  
FFY 2008  
Measurement Results for March-April 2009



*Figure 1A*

*Distribution of Unweighted Rhode Island Part B Partnership Efforts Measures, FFY 2008*

**Figure 1B**  
FFY 2008  
Measurement Results for March-April 2009



*Figure 1B*  
Distribution of Weighted Rhode Island Part B Partnership Efforts Measures, FFY 2008

**Figure 2: Statistical Summary of RI Results Data for FFY 2008**

**Statistical Summary**  
**STATE OF RHODE ISLAND**  
PART B Special Education Parent Survey Report for Data Collected March-April 2009

<b>SPP/APR Indicator #8:</b>	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Standard: 600	A 95% likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the item on the NCSEAM survey’s Partnership Efforts scale: “ <i>The school explains what options parents have if they disagree with a decision of the school.</i> ”

**Results**

## PART B Preschool (619) (Children ages 3 through 4)

<b>Percent at or above indicator 8 standard: 40%</b>	<b>(SE of the mean = 3.3%)</b>
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Number of Valid Responses:	220		
Mean Measure:	573	Measurement SD	133

## PART B School Age (Children ages 5 and up)

<b>Percent at or above indicator 8 standard: 32%</b>	<b>(SE of the mean = 0.8%)</b>
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Number of Valid Responses:	3,702		
Mean Measure:	546	Measurement SD	149

## ALL PART B UNWEIGHTED

<b>Percent at or above indicator 8 standard: 33%</b>	<b>(SE of the mean = 0.7%)</b>
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Number of Valid Responses:	3,922	Measurement reliability:	.91-.94
Mean Measure:	548	Measurement SD	148

## ALL PART B WEIGHTED

<b>Percent at or above indicator 8 standard: 33%</b>	<b>(SE of the mean = 0.7%)</b>
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Number of Valid Responses:	3,922	Measurement reliability:	.91-.94
Mean Measure:	547	Measurement SD	149

## EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

<b>Percent at or above indicator 8 standard: 17%</b>	<b>(SE of the mean = 0.7%)</b>
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Number of Valid Responses:	2,705	Measurement reliability:	.94
Mean Measure:	481	Measurement SD	135

**Discussion of Participation Rate and Representativeness of Respondents in the SEPPS Measure**Participation Rate:

Number and rate of survey returns for FFY2008 were slightly lower than projected at N=3,948 (with 3,922 determined valid for use in the measure) against a projected N of 6,000. Number of statewide student records processed was 26,120 for this small state. Although more than sufficient as a sample size, efforts are underway in FFY 2009 to boost participation rates. These are discussed later in the state

## APR Template – Part B (4)

Rhode Island  
State

improvement component of this indicator. In addition, it is noted that the spread of scores among respondents is slightly wider than projected at a standard deviation (SD) of 149 against a projected SD of 138 or lower; the state will continue to monitor its trend related to this measurement variable.

### Representativeness of Respondents:

The response group included parents of students with disabilities of every age group 3-21 years and from every school district statewide. The response group was generally representative of the state population of students with disabilities for gender, race, age, and disability as follows:

Gender	
State Population (all students with disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Female: 32.19%	Female: 31.90%
Male: 67.81%	Male: 68.10%

Race		
	State Population (Students with Disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Native American	1.00%	.76%
Asian	1.63%	1.78%
Black	9.77%	6.09%
Hispanic	18.27%	10.40%
White	69.32%	80.95%

Age Groups: Preschool and School Age	
State Population (all students with disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Ages 3-5: 10.62%	Ages 3-5: 11.32 %
Ages 6-21: 89.38%	Ages 6-21: 88.68 %

Disability Category		
	State Population	Response Group (Respondent Parents of Students with Disabilities)
Autism (Aut)	5.55%	9.51%
Emotional Disturbance (ED)	9.52%	6.65%
Developmental Delay (DD)	5.31%	7.09%
Deaf	.27%	0.25%
Hearing Impairment (Hear)	.48%	0.48%
Blind/Visual Impairment (BL/V)	.26%	0.36%
Deaf/Blind (DF/B)	.01%	0.03%
Health Impairment (HI)	15.44%	17.62%
Learning Disability (LD)	37.34%	30.60%
Multiple Disability (MD)	1.21%	1.45%
Mental Retardation (MR)	3.72%	4.16%
Orthopedic Impairment (ORTH)	.33%	0.28%
Speech Language Impairment (S/L)	20.33%	21.24 %

Traumatic Brain Injury (TBI)	.24%	0.25%
Total	100%	100%

For gender, the response group closely mirrored the state population. The response group approximated the state population of students with disabilities by age.

For race, the response group also generally reflected the state population, with Asian and Native American respondents closely mirroring the state population; white respondents' representing a slightly higher percentage than that statewide; and black and Hispanic respondents reflecting slightly smaller percentages than that statewide.

For age, respondents closely mirrored the student population for preschool and school aged students with disabilities in Rhode Island.

For disability, the percentage of respondents for disability categories of ED, DD, Deaf, Hearing, BL/V, HI, MD, MR, ORTH, S/L, and TBI closely mirrored statewide percentages for these categories. Percentage of respondents for category of LD was lower than that statewide. For the category of Autism, the respondent group, although small in number, reflected a percentage nearly twice that of the statewide percentage for this group. The category of DF/B reflects a number smaller than ten for this category.

### **Discussion of Completed Improvement Activities And Explanation of Progress That has occurred for FFY 2008:**

#### **Rhode Island Context for Indicator 8 Improvement Activity: Challenges and Solutions**

State level collaboration is well established among Rhode Island educators and parents of students receiving special education services. The RI Department of Education promotes collaboration also at the community level, in part by requiring that district strategic plans address family and community engagement and by conveying the message that school improvement plans should align with district strategic plans. School improvement plans do reflect school-based efforts to partner with parents, and there exist many examples of positive school efforts to accomplish this.

However, educator and parent agency partners at the state level readily acknowledge the challenge of ensuring at the school level a widespread, systemic, service-driven culture that cultivates genuine, reciprocal partnership between school personnel and families, especially those whose children face learning and behavioral challenges. Establishing an accountability system for productive school-family partnership was historically limited by the lack of a valid, reliable all-school measurement of parent involvement efforts, leaving progress assessment, feedback to schools, and accountability for local policies and practices highly anecdotal in general education. Further, districts and schools have been stretched to their professional development limits to address other dimensions of education that are, in fact, measured – for example, student academic achievement levels. Despite research findings clearly showing the importance of parental involvement to student achievement, as well as accountability systems requiring evidence of partnership efforts, schools' limited resources and energies tend to be



devoted to activities that are formally measured and publicly reported. Rhode Island is confident that growing awareness of, and now publicly reporting, the results of a valid, reliable measure of school efforts toward parent partnership has begun to boost accountability and continuous improvement in this critical arena.

### **Addressing Indicator 8**

The development and implementation of the parent involvement indicator in Rhode Island benefits from a wide perspective of stakeholders. The state's Parent Training and Information Center (PTIC) and Parent Information and Resource Center (PIRC), the Parent Support Network of Rhode Island, district Special Education Administration, and the RI Department of Education Office for Diverse Learners, including IDEA and NCLB/Title I staff, are active partners in policy, planning, program, and professional development across parent partnership initiatives, including work on the SPP and Indicator #8. As a small state, Rhode Island enjoys face-to-face relationships with all key parent groups as a regularity of its system, and awareness of the parent involvement indicator of the state's SPP has mushroomed this year. The state's Indicator 8 Liaison serves as the RI Department of Education liaison to the RI state level Special Education Advisory Committee as well.

Likewise, the Office for Diverse Learners liaison for the SPP Indicator 8 work is a partner in the parent partnership efforts across RI Department of Education (RIDE) offices. RIDE delineated *Community and Family Engagement* as part of its *Progressive Support and Intervention (PS & I)* system of school accountability. This component reflects one of several expectations delineated for school districts as a component of district level strategic plans. Importantly, NCLB/Title I staff were integrated this year into the Office for Diverse Learners in Rhode Island. Title I staff working on district level parent involvement policies, Home-School Compacts, and related technical assistance builds contexts supportive of the SPP Indicator 8 work are directly collaborating with Indicator 8 staff within the same office. For example, RIDE IDEA, Title I, and PTIC staffs have collaborated in promoting the National Standards for Parent/Family Involvement Programs, developed by the National Parent Teacher Association, as an organizing framework for multiple school-family partnership initiatives, and these standards are formally endorsed by the RIDE's governing board, the RI Board of Regents for Elementary and Secondary Education.

To direct the state's ongoing work on Indicator 8, the Office for Diverse Learners works jointly with various parent representatives, particularly Rhode Island's PTIC and PIRC, and the Parent Support Network of Rhode Island (PSNRI), as well as representation from district special education administrators, to address OSEP feedback and revise the state's measurement plan. The State Special Education Advisory Committee as well as all district Local Special Education Advisory Committees, also are kept informed about and encouraged to give guiding input to, Rhode Island SPP Indicator 8 work.

This collaboration brought the following action for FFY 2008 survey administration:

- **Measurement Tool:** Rhode Island continues its commitment to utilize the National Center for Special Education Accountability Monitoring (NCSEAM) Part B School Efforts Scale, now known as the *School Efforts to Partner with Parents Scale (SEPPS)*, using the recommended 25-item survey as its annual measurement instrument for this indicator. [Appendix] Based on dialogue with Rhode Island's Special Education Advisory Network (SEAN), comprised of local and state advisory committees along with the PTIC, RIDE explored possible changes to one survey item, the phrasing of items, and the survey cover letter. It was collaboratively decided to make no changes in the survey itself, and to revise the survey cover letter by replacing it with a family-friendlier one page "notice" format.
- **Continuation of Survey Administration Schedule for FFY 2008:** Rhode Island established its baseline measure in FFY2006, conducted its third administration in FFY2008, and confirms its commitment to continue to conduct the measure annually in March/April.
- **Survey Accessibility for Multiple Languages:** The state contracts with a private in-state translation service for translations of the *SEPPS* into the four printed languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, and Khmer (Cambodian). [Appendix]. During FFY2007, the state received feedback from Cape Verdean representatives that this population would be better served through administering future surveys in Portuguese, in that Cape Verdean speakers consider Cape Verdean to be their spoken language only, with Portuguese the preferred written language. This version was reconsidered and changed accordingly for the March 2009 administration.
- **Expert Assistance:** The state completed year three of a five-year contract with Avatar International, LLC, for assistance as needed with all required steps of the Indicator 8 measurement process outlined by OSEP. RIDE connects the survey and translation vendors as needed to enable them to collaborate directly for final formatting and production of survey materials in multiple languages. Rhode Island relies on the survey vendor particularly for customizing, bar coding, and producing the surveys, disseminating and collecting the mailings, conducting the data analyses and reports, and educating RIDE and its stakeholder workgroup through ongoing consultation, to enable the state to make maximal use of the survey results in target-setting and improvement planning. This vendor was selected in part because it employed as Chief Investigating Officer an individual who contributed to the NCSEAM Survey's development and pilot. It also holds rare confidentiality certification. All transmissions of student data are encrypted. This consultant initially offered much needed expert consultation in measurement, including webinars as needed for the Indicator 8 stakeholder work group, and generates state-specific disaggregated reports that greatly assist with improvement planning.
- **State Capacity for the Measurement Process:** To increase the accuracy of the student information data file needed for survey coding, dissemination, and analysis, as well as to add needed data elements of home address and home language (not previously collected by the state's general student information system ("e-RIDE")), RIDE has successfully incorporated the needed data elements and reporting requirements into the system of annual data reporting by school districts to the state (eRIDE).

This annual general education data report from school districts statewide is fully completed each year by November 1<sup>st</sup> and permits continuous updating and inclusion of every student. This resolved the scheduling conflicts and some of the data errors of the initial year caused by the necessity of issuing a separate, addition data request from districts to obtain the additional data elements not included in the eRIDE system.

Challenge encountered but improving: The approximately 1200 envelopes returned for non delivery in FFY 2007 greatly reduced in FFY 2008 to approximately 150. There are also approximately 200 student data files found by our survey vendor's software check to reflect address errors.

Solution: Returned envelopes were handled, where possible, through re-mailing, using forwarding addresses provided by the U.S. Postal Service. To assist with corrections to districts' data, each piece of returned undelivered mail was manually entered into a database, with reason for non-delivery. In May 2009, each district's Director of Special Education was given a list of each address error found by either the vendor's software check or as a result of undelivered, returned envelopes. Each district was asked to correct these errors and increase vigilance in their district's system of reporting student addresses.

- **Survey Marketing:** RIDE and its PTIC umbrella agency, the Rhode Island Parent Information Network (RIPIN), partnered in marketing the *SEPPS* during winter 2009. RIPIN convened a statewide evening dinner meeting and collaborated with RIDE to inform and solicit assistance from RI's statewide network (known as the Special Education Advisory Network (SEAN)). SEAN includes all district Local Advisory Committees (LACs), the state level Special Education Advisory Committee, and others. RIDE and RIPIN developed and implemented the following marketing strategies:

- ⇒ Dissemination of one-page color and black/white notices in four languages to each local Special Education Advisory Committee, to each school district special education office, and to each Rhode Island school Principal for local dissemination. *"Coming to Your Mailbox in March...."*
- ⇒ As planned with the statewide network SEAN, a variety of locally implemented Local Advisory Committee prompts, such as local automated phone messages, mailings, or meetings, were conducted to inform parents within their communities about the upcoming survey and to encourage their participation.

[Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities.

The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), Parent Support Network of RI, and the network of district LACs, who jointly convene for statewide networking dinner meetings throughout the school year. The SEAN network facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles of advising state and local special education improvement. This network offers a potentially rich resource to the ongoing work of SPP data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

- ⇒ Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state's largest newspaper, at the start of the survey period.
- ⇒ Joint advertisement on RI Public Transit Authority (RIPTA) buses prior to and throughout the survey period—interior posters on full size busses and exterior signs on approximately 30 public transport vans.
- ⇒ Joint public service announcements in English and Spanish on the state's major radio stations, including Spanish stations.
- ⇒ Joint signatories and agency logos on the survey cover letter and survey
- ⇒ Establishment of a call center available to respond to parent inquiries and requests for survey assistance, in partnership with the PTIC, through preparation and support of contact persons at the PTIC to receive calls and provide multilingual assistance throughout the survey period. A log was kept of all issues identified by the relatively small number of callers for use in informing subsequent administrations of the parent survey.

Marketing Challenges Encountered: Despite extensive marketing and selection of a survey administration date during a least eventful time of year (e.g. no elections, no state assessment), the projected participation rate of 20% was not realized in FFY2008. Participation rate, although representative of the state, was 15%. Rhode Island is seeking to increase its participation rate by an N of 1,000 per year.

Solution: In addition to direct feedback to each district regarding accuracy of student addresses, RIDE began work during FFY2008 to create capacity and avenues for district level awareness-building, public reporting, and accountability regarding the statewide parent involvement measure. The strategy includes:

- Boosting local incentives for promoting parent survey participation by raising the stakes. The state shifted from publicizing state level survey results to reporting district level survey results in terms of scores and participation rates;
- Creating and conducting information sessions for all districts statewide, to build awareness of the statewide measure, the data it offers for improvement planning at the local level, each district's

parent participation level for the annual survey, and each district's results on the measure. Districts were required to attend in pairs—a special education administrator and parent leader or LAC chair. To reach all districts, five regional sessions were provided and co-facilitated by parent, school, and state leaders, including a school principal, a PTIC representative, and a RIDE (SEA) representative. District pairs were very engaged, particularly interested in local results and participation rates, and generated written plans for taking on the role in their school communities of leading the effort to build awareness of the SEPPS, district results, and increasing participation rates. Subsequent plans will turn to how to use the data in improvement planning around school efforts to partner with families.

- Heightening accountability: Very importantly, RIDE prepared to embed Indicator 8 elements into districts' annual web-based [*AcceleGrants*] applications for IDEA allocations. In spring 2009, an application item was generated addressing Indicator 8 that would, beginning in FFY2009, require the district to report its district level performance on the SEPPS, report its participation rate, and outline its plan for the upcoming year to build district level awareness of the measure, data yielded and its usefulness, and district results. The Parent Involvement item embedded in districts' *AcceleGrants* application creates a placeholder for the district to enter its own score and participation rate on the *SEPPS*; describe its parent involvement efforts as these address improvements implicated by SEPPS performance and align with the National Standards for Parent/Family Involvement Programs (PTA); describe its Local Special Education Parent Advisory Committee; highlight professional developments plans related to facilitating genuine IEP dialogue with families; and report on related parent involvement items such as culturally responsive practices. This development creates a new capacity to publicize district level results in terms of survey participation rates and scores on the measure; hold districts accountable for addressing survey results; See Appendix for *AcceleGrants* item.
- Making release of annual IDEA allocations for FFY2008 contingent on district reporting of improvement plans related to parent involvement as well as a number of parent partnership elements related to Indicator 8.

Based on the belief that “what gets measured gets counted”, this approach will provide districts in subsequent years with meaningful local data that provides direct, district-specific feedback and a focus for local efforts at parent involvement. It will also enable more customized improvement efforts based on individual district need and results in terms of *SEPPS* item analysis. Given that the development of the districts' annual application is generally a public process, this will provide an additional avenue for public reporting and for systematic check-in and technical assistance between RIDE and every school district each year regarding Indicator 8.

**Discussion of Improvement Activities Completed:**

Given the magnitude, relative novelty, and capacity implications of implementing and building working knowledge about a standardized, census-based statewide parent involvement measure, fiscal and human resources for Indicator 8 during FFY 2008 continued, in part, to maintain necessary contracts with the survey vendor, PTIC, and translators, maintain and enhance data and web-based systems, market the survey, and report results as necessary to successfully institutionalize the statewide survey process.

Importantly, increased energy and resources were devoted in FFY 2008 to launching the statewide improvement strategy designed to expand the Office for Diverse Learners' capacity to assist districts in addressing Indicator 8 and to build the districts' capacity to build local awareness and inform local partnership improvement. Table one outlines the Indicator 8 improvement activities completed in FFY 2008.

**Table One: Rhode Island Improvement Activities Completed  
For School/Family Partnership in FFY 2008 (July 08 – June 09)**

Projected Activity	Resources	Projected Timeline	Status FFY 2008
<b>Convene the <i>School/Family Partnership Workgroup</i></b> , an expansion of the Indicator 8 workgroup. The Workgroup will advise, oversee, and share in the implementation of improvement activities.	Time, meeting space, staffing, funding, and materials shared among agencies.	Winter 2008/ Spring 2009	Completed
<b>Engage stakeholders.</b> Establish the <i>School/Family Partnership Workgroup</i> , an expansion of the Indicator 8 workgroup, <u>with educator and parent consultants to districts</u> . The Workgroup will advise, oversee, and share in the implementation of improvement activities.	Staffing, space, and equipment contributed from partnering organizations.  Materials and funding contributed by RIDE.  Co-Chair staffing provided by RIDE and PTIC.	February 2009	Completed
<b>Expand <i>Workgroup</i> capacity.</b> Educate and prepare new <i>School/Family Partnership Workgroup members</i> regarding Indicator 8, the NCSEAM measure, state baseline measure, improvement targets, National Standards, Best Practices, and existing structures/initiatives underway.	Indicator 8 workgroup member knowledge.  Materials provided by RIDE and partnering organizations.  Staffing, space, and equipment contributed from partnering organizations.  Co-Chair staffing provided by RIDE and PTIC.	Spring 2009	Completed
<b>Improvement plan</b>  Build on:  ➤ RIDE Title I/NCLB initiative began in 2007 which	<i>School/Family Partnership Workgroup</i> and SEAN		

<p>convened schools for self-study and to share practices related to two key National PTA Standards: Communication and Student Learning.</p> <ul style="list-style-type: none"> <li>➤ Continue collaboration with the state PTIC's statewide network of state and local special education advisory committees (SEAN) and its well-established professional development capacity and offerings.</li> <li>➤ Encourage local professional development related to staff skill-building for facilitating reciprocal school-parent communication, positive school-parent relationships, and for engagement of parents in genuine dialogue in IEP meetings and other decision-making with parents by requesting district PD plans as part of their annual application for IDEA funds.</li> </ul>	<p>members' time, expertise, organizational resources such as meeting space, equipment, or materials</p> <p>Materials and funding provided by RIDE and in-kind contributions from partnering organizations.</p> <p>Staffing, space, and equipment contributed from partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	<p>Winter/ Spring 2009</p>	<p>Tasks Completed</p>
<p><b>Inform school districts</b></p> <p>As part of preparation for the June 2009 annual district application for federal funds (consolidated Resource Plan (CRP) through a web-based application (AcceleGrants); and for awareness building regarding the <i>SEPPS</i>, the data it yields, district results, participation rates, and use of data for local improvement planning, begin ongoing process of informing districts about their survey scores and use of this measure.</p>	<p>Office for Diverse Learners funding with in kind staffing collaboration.</p> <p>Contracted services as needed, facilitated by pairing professional and parent session leaders.</p>	<p>Spring 2009 and ongoing</p>	<p>Completed four regional work sessions statewide for district parent and administrative pairs. Most districts statewide participated.</p> <p>Created and embedded into annual LEA application for IDEA allocation funds a comprehensive application item related to Indicator 8, with funding contingent I part on response to this item.</p>

<p><b>Put shared resources in place; expand capacity with contracted vendors for technical assistance to schools and parents.</b></p> <p>Fund a statewide, regionally accessible training and technical assistance resource for delivering professional development that supports district understanding and application of their survey results.</p>	<p>Funding through RIDE using sources under IDEA and PTIC.</p> <p>In kind staffing, facilities, equipment, and materials contributed by partnering agencies.</p>	<p>Spring 2009 in preparation for the 2009-2010 school year</p>	<p>Completed, funded and embedded within PTIC a state level training and TA pair consisting of a seasoned parent consultant and a school principal.</p> <p>This pair is co-conducting learning sessions and preparing to provide joint consultation to districts' school and parent leaders.</p> <p>Guiding principle: Co-facilitation and consultation; co-participation for districts, pairing parents and professionals in teaching and learning.</p>
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#### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FY 2008

There are no revisions proposed at the current time to Indicator 8 targets. Rhode Island maintains its commitment to the Indicator 8 targets as outlined in its five year (2005-2010) SPP. The RIDE Office for Diverse Learners also maintains its commitment to providing IDEA Part B resources to improve activities outlined in its SPP, as well as continuing to work with partners to expand and blend resources on behalf of improved school efforts to involve parents and families as a means of improving services.

Improvement Strategy: Enable school districts to use survey results in their own improvement planning. Much of the resources and energies in the first two years of survey administration were devoted to creating the state's capacity to launch this first measure of its kind, expand the state's data collection system to generate needed data files, and explore new marketing territory. This afforded RI the time to appreciate the depth of information this measure offers, not only in terms of state level, results-based progress monitoring, but in terms of disaggregated feedback to local school districts to inform their own practice and to measure their own progress.

Given more understanding about the nature of the measure, and the potential impact on results that targeted improvement activity, based on specific item analysis of survey results, can bring, it has become apparent that it makes less sense to deliver state level training based on state level results and more sense to train local districts (parents and professionals) to understand the measure, the information yielded, and how to apply this information to locally tailored improvement activity based on district level item analysis and disaggregated results.



Tools: The annual district AcceleGrants application now serves as the centerpiece for annually documenting and prompting the progress of this work. The FFY 2008 release of the training binder, *Improving Relationships & Results: Building Family and School Partnerships* was explored as a professional development resource to inform district level training and technical assistance to school districts, and will inform any professional development plans for subsequent years.

Justification: Public reporting of district level results and funding contingent, in part, on local awareness building and improvement planning, has prompted focused attention to schools' efforts to involve parents as one way of improving services to students with disabilities.

The aspect of the improvement plan that remains unchanged is continued awareness building of the measure, district level results, increasing survey participation rates, and how to use the results to make improvements in parent involvement practice. The Indicator 8 workgroup expanded its membership in FFY 2008 to include additional school and community representatives, and activated an on-going *School/Family Partnership Workgroup*. RI has now established and embedded in its PTIC a parent-professional consulting team to lead on-going assistance to districts regarding the use of the *SEPPS* in local improvement efforts related to Indicator 8.

Justification: Increased awareness of the measure, use of results, and improvement expectations has begun to provide clarity and focus for school efforts at parent involvement in school level planning and professional development.

#### Overview of Improvement Plan Detail and Timeline for FFY 09 (July 09 - June 10)

Activity	Resources	Projected Timeline	Projected Status FFY 2009
<b>Continue to Convene the <i>School/Family Partnership Workgroup</i>.</b> Indicator 8 workgroup will meet periodically. The Workgroup will advise, oversee, and share in the implementation of improvement activities. Work members include RIDE Liaison, PTIC Liaison, District Special Ed. Director, PSN Liaison, and a state level parent-professional training pair now contracted through the PTIC and funded by RIDE.	Time, meeting space, staffing, and materials shared among agencies.  Co-Chair staffing provided by RIDE and PTIC.	July 2009 – on-going	Regularly scheduled Workgroup meetings
<b>Inform and provide technical assistance to local school districts and parents as partners</b>  Provide regional information and work sessions statewide to inform district school and parent leader pairs about the 2008-2009 <i>SEPPS</i> results, survey participation rates, usefulness of results, and suggested action planning to increase participation for the 2009-2010 survey.	Office for Diverse Learners funding with in-kind staffing from partner agencies.  Contracted services as needed with school/family partners.	November 2009	Sessions scheduled and support materials developed and disseminated to districts as needed

## APR Template – Part B (4)

Rhode Island  
State

<p><b>Public Awareness Campaign and Distribution of Parent Survey</b></p> <p>Conduct marketing campaign and administer SEPPS statewide for the 2009-2010 school year.</p> <p>Maintain all marketing activities <u>and enhance by adding</u>:</p> <ul style="list-style-type: none"> <li>--Direct mailing to every household two weeks prior to the survey mailing;</li> <li>--Addition of PTIC insert in direct mailing;</li> <li>--Redesigning the survey cover letter to increase family-friendly appearance and message;</li> <li>--Boost survey recognition by aligning designs of pre-survey notice and post-survey reminders with re-designed survey cover notice.</li> </ul> <p>Indicator 8 workgroup, RIDE, and contracted vendor will work jointly to implement marketing activities, support distribution of the survey, and provide effective technical assistance to schools and family members as scheduled or requested. A Q &amp; A resource tailored to address questions arising from work with districts will be generated and translated.</p>	<p>Indicator 8 workgroup RIDE and contracted vendor</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Modify contract with survey vendor to add inserts and to conduct additional direct mailing to every survey recipient.</p> <p>Contract with translation vendor to translation re-designed survey marketing materials and Q &amp; A resource.</p>	<p>March 2010</p>	<p>Effective administration of the <i>SEPPS</i> that meets projected FFY09 targets.</p>
<p><b>Explore, develop and offer Communication Module as professional development to school communities</b></p> <p>School/Family Partnership Workgroup members will explore, develop and offer a communication module to school districts in support of school improvement planning around parent involvement and enhance existing structures/initiatives already in place.</p>	<p>Resources:</p> <p>Indicator 8 workgroup member knowledge</p> <p>NCSEAM training manual</p> <p>National PTA Standards for Parent Involvement Programs</p> <p>Best practice resources contributing by partner agencies</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	<p>By May 2010</p>	<p>Indicator 8 Workgroup to schedule and offer training sessions to school community and parents as partners</p> <p>Format: Parent-Professional session Leaders and follow up consultation.</p> <p>Parent-Professional pairing of participating district members</p>

## APR Template – Part B (4)

Rhode Island  
State

<p><b>Make allocation funding contingent on LEA addressing Indicator 8</b></p> <p>Implement and administer new, comprehensive Parent Involvement item, including Indicator 8 elements, in the 2009-2010 annual local application for IDEA allocations (Consolidated Resource Plan (CRP), as reflected in the web-based application, AcceleGrants).</p> <p>Through review and approval of applications, provide assistance to districts in planning and reporting regarding Indicator 8 elements and related parent involvement plans in their annual application for IDEA funds.</p> <p>Review and revise as needed this item in preparation for the annual application for IDEA allocations for the 2010-2011 school year.</p>	<p>RIDE staff of the Office for Diverse Learners in collaboration with the RIDE Office of Finance and AcceleGrants vendor</p> <p>Partial contribution of resources of the Office for Diverse Learners</p>	<p>July 2009</p> <p>Summer/Fall 2009</p> <p>June 2010</p>	<p>Item fully embedded and administered in annual application.</p>
<p><b>Continue annual public performance reporting</b></p> <p>Inform districts of their 2009-2010 <i>SEPPS</i> results and survey participation rates. Continue to encourage local leadership of parent and director pairs in building local awareness of the measure, the data it offers to improvement planning, and progress of local results.</p> <p>Provide district-specific consultation with the state level parent/professional consultation cadre as needed.</p>	<p><i>School/Family Partnership Workgroup</i></p> <p><i>RIDE resources to maintain contract with PTIC for cadre pair support.</i></p>	<p>May-June 2010</p>	<p>Information to all districts</p>